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ABSTRACT

A description is given of the Teacher Enhancement Program developed by the University of New Mexico in conjunction with the Albuquerque (New Mexico) Public Schools. In developing this program, designed to discover and address the needs of mid-career teachers, the developers first examined the rationale behind preservice and first-year supervision and support programs and the ways in which knowledge of beginning teachers might inform the choice of a program responsive to the needs of experienced teachers. A discussion is offered on the problems faced by the program planners, such as questions of costs to the institutions and participants and allocation of time. The collaborative roles of the university and the schools within the organization of the program are described. In discussing the design of the curriculum, an explanation is presented of the reasons for deciding to create a model that included a focus on the teacher as an individual striving for self-improvement. From this focus, a model emerged that had a framework encompassing six major themes: reflection, empowerment, knowledge, collaboration, articulation, and self-evaluation. (JD)

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Teacher Empowerment and Renewal: A Fourteen-Month Mid-Career Enhancement Program

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INTRODUCTION

Teacher-training institutions, in conjunction with public school systems, have unilaterally accepted their responsibility for providing pre-service training programs which include supervised, student-teaching experiences. In addition, some universities now provide a supported entry into the profession through an induction program for first-year teachers. Finally, universities are involved in the continuing education of teachers who elect to take post-certification coursework. These three levels of training and support each demand a different response from the two institutions involved.

In the summer of 1986, The University of New Mexico (UNM) , in conjunction with the Albuquerque Public Schools (APS), implemented a Teacher Enhancement Program for experienced teachers. Applicants were required to have taught for a minimum of five years. Twenty-four participants were selected for the 1986-87 school year, and a second group of twenty-four was chosen for 1987-88. This program was the outgrowth of a twenty-year history of collaboration between the university and the public schools, a history based on the notion that expert classroom teachers need to be released from their teaching duties (for one or two-year assignments) in order to work with university faculty in the design and implementation of both pre-service and induction programs. Each year, for two

decades, a small number of teachers had had the opportunity to experience a reflective retreat from the classroom in order to work with the university to shape programs for beginning teachers. Theoreticians and practitioners derived mutual benefits from this alliance, but there were two obvious limitations to the arrangement. In the first place, only a few positions were available to experienced teachers annually. Since it was in everyone's best interest to have the finest instructors work with beginning teachers, competition was keen; unless a teacher perceived himself/herself to be excelling, he/she was not apt to apply. Secondly, the efforts of the experts from both institutions continued to be directed at working with beginning teachers. Existing programs were not necessarily tapping into an important knowledge base: what the experienced teachers knew about the needs of the mid-career professional.

The Teacher Enhancement Program (TEP) was designed to discover and address the needs of mid-career teachers. To set about doing this required that we first examine the rationale behind pre-service and first-year supervision and support programs and the ways in which our knowledge of beginning teachers might inform our choices in reponse to experienced teachers.

PRE-SERVICE AND INDUCTION PROGRAMS

Pre-service student-teaching programs almost always share the assumption that the prospective teacher needs a period of apprenticeship whereby the novice is paired with an experienced teacher. This partnership is often overseen by a representative from the university so that some assessment can be made as to whether the student is capable of translating theory into practice. The dual nature of a student-teacher's supervision creates a role fraught with dilemma. If a student's cooperating teacher, in whose room the student performs the practicum, has practices and beliefs which diverge from those presented by the university, the student may find the situation confusing and difficult to negotiate. The philosophies and expectations of the two supervising institutions may, indeed, be in conflict; the university expects practice to follow theory, while the public school looks to practice, often regardless of theory, to result in tangible, testable, results. In industry, the college graduate is not apt to be subjected to this conflict. A clean transition is made from one socializing institution (university) to the expectations of a new, and distinct, institution (business).

Business seldom looks to other institutions for re-direction. Public schools, on the other hand, have looked to business, quite as often as they have looked to the university, for models of organization and production.

But schools have rarely found the means to look within to discover the impetus for change. Where industry has long recognized the need to provide on-the-job training and re-training for personnel, and seems increasingly cognizant of the value (and cost-effectiveness) of involving employees in the change process, experienced teachers continue to exert surprisingly little influence on the contexts and curricula of schools.

A move in the direction of increasing the influence of experienced teachers is evident in those induction programs which use mid-career teachers to support teachers during their first year of teaching. At the University of New Mexico, first-year teachers are selected to take part in a supported internship in a public school classroom. Participants teach full-time while also pursuing coursework toward a Masters Degree. Such an induction program lengthens the period of university-based training and supervision, providing more time for beginning practitioners to study their roles as teachers, expand their knowledge of content and child development, and to draw on the support and expertise of both career teachers and university faculty.

As is the case with student teachers, the first-year teacher in an induction program experiences the continued conflict consequent to being cast between two formidable, institutional role-senders. On the surface, it might appear preferable that the first-year teacher be socialized solely

by the hiring institution, but the positve, and long-term, relationship between UNM and APS allows both institutions to acknowledge, rather than seek to either eliminate or resolve, important dilemmas posed by differences in theory and practice. The collaboration allows differences to be discussed, albeit, at times, to the dismay of the novice. Conflict between the ideal and the real continues to be articulated during a fifth-year induction program, but during this year, the first-year teacher, unlike the student teacher, is a full-fledged member of a school faculty. The predominant influence of the university as the socializing institution has shifted to the primacy of the public school. Although information and influence continue to flow between the institutions, the reality of teaching tends to supersede theoretical reflection and analysis. The role of the university changes. True, the first-year teacher, as part of the formal, university curriculum which is part of the induction program, is expected to continue to articulate his/her rationale for curricular and methodological decisions, but the university must now respond to the specific practical demands of the interns. The university, in light of what it discovers actually happens to its graduates when they begin to teach, is given feedback which facilitates the re-thinking and revision of the pre-service, as well as the induction, program. There is a kind of accountability built into this arrangement; the university gathers first-hand data about the effectivness of its

pre-service program. In the meantime, the induction program provides the means by which the study of actual classroom practice can inform theory.

The examined lives of interns, and the continuance of the dialogue between the public schools and the university, would suggest that such a first-year program might serve as something distinct from an induction program. An induction is generally thought to be a type of initiation by which the receiving institution prescribes for the novice the formal and informal rules governing his/her behavior as a member of the institution. But when both the university and the public schools accept their responsibility to study the lives of first-year teachers, and when both institutions agree to participate in a reconsideration of their underlying systems of knowledge, values and beliefs, then that dialogue provides for program - and institutional - evolution. But what roles do the first-year teachers play in this dialogue. Do they experience their year as one of induction or dialectic?

The Brazilian educator, Paulo Freire(1973), deepens our understanding of the difference between induction and participation. In translation, the word "adaptation" corresponds to the notion of induction, while "integration" is akin to dialectic participation between peers. Freire writes:

> Integration with one's context, as distinguished from adaptation, is a distinctively human

> activity. Integration results from the capacity to adapt oneself to reality plus the critical capacity to make choices and to transform that reality. To the extent that man loses his ability to make choices and is subjected to the choices of others, to the extent that his decisions are no longer his own because they result from external prescriptions, he is no longer integrated. Rather, he has adapted. He has 'adjusted.' (p 4)

Does the word induction or integration best describe programs which support first-year teachers? Dr. Sandra Odell, who directs the Elementary Graduate Intern and Induction Program at the University of New Mexico (co-sponsored by the Albuquerque Public Schools) has been collecting data on the types of assistance sought by beginning teachers. Odell (1986) writes:

> [T]wo primary needs [of new teachers] are (a) to obtain fundamental information about the school district and (b) to obtain resources and materials pertinent to the information to be taught. As experience in the schools increases, and the need for system information decreases, the new teachers appear to demand more help around teaching strategies and the instructional process.

Odell's findings reveal that most beginning teachers are trying to meet adaptive needs. In this sense, the

first-year teacher does, indeed, seek induction, focussing on learning the parameters of his/her role within the system. A first-year teacher who begins with a readiness to seek integration, in Freire's sense, is the exception rather than the rule. Although collaborative induction programs are designed to accomodate the flow of information both to and from beginning teachers, the fact is that most novices lack "the critical capacity to make choices and to transform that reality [the reality of schools]". (Freire, 1973) Although channels for two-way communication are available, information tends to flow one way, at least at the beginning of a teacher's first year, but Odell's research indicates that there is significant movement toward requests for integrative assistance as the year progresses. At the end of their first year, teachers in the induction program, having begun to successfully adapt, appear much more ready to participate in a dialogue about the aims and methods of schooling. At this point, they are ready to influence, rather than merely assimilate. Unfortunately, there have been few programs to continue the support for teachers at the integrative stage.

In 1985, Albuquerque public school teachers and administrators, together with Dr. Keith Auger, Director of Education Projects at the University of New Mexico, began to design a program for mid-career teachers which borrowed much of its initial structure from the induction program but anticipated a wholly different set of teacher needs. After

five or more years of teaching, surely teachers would be ready for engagement in the process of professional integration. This assumption, like so many others which underlay the foundation of the APS/UNM Teacher Enhancement Program, was to shift and settle and shift again as our experience forced us to rebuild our theory.

ORGANIZATION OF THE APS/UNM TEACHER ENHANCEMENT PROGRAM: COLLABORATIVE ROLES

During initial discussions about a mid-career renewal program, it was the potential logistical nightmares which seemed most daunting. Fortunately, the university already had, in place, an induction program which had managed to solve many of the problems inherent in trying to arrange a year during which a teacher might be, simultaneously, a full-time graduate student and classroom teacher. Based upon what was known to be possible, it was decided that the folowing needed to be offered to experienced teachers in order to encourage them to apply:

1) a full day, each week, away from classrooms in order to study, with peers, their teaching practice,

2) ten, additional, professional leave days for attendance at professional conferences,

3) university credit earned for the day of collegial study each week (nine credit-hours per semester, fall and spring),

4) a thirty-three-credit-hour Masters Degree program, with twenty-one hours uniquely adapted to the program, able to be completed in fifteen months for those willing to take coursework during the summers preceding and following the year in the program,

5) on-going peer support, including frequent visits to classrooms, by peers selected (and hired) to support participants,

6) adequate compensation for teaching, plus full tuition waivers (for the 33-hour Masters Degree program), travel money to attend professional conferences, plus money for books, and

7) the opportunity to play an active role in shaping the format and curriculum of this graduate program.

How might these conditions be met in an economic climate where the public schools were trying to cut expenditures? Sufficient funds were necessary to pay for: 1) substitutes for the twenty-four teachers, 2) three public school teachers, hired full-time, at full salary, as Peer Support Teachers to work with participants, 3) a program coordinator, 4) university professors to offer coursework and consultation, 5) the cost of tuition, travel and books, 6) a half-time secretary, and 7) equipment and supplies.

Using the average teacher salary of approximately $26,000.00 (which includes fringe benefits), a determination was made as to how much it would cost the district to provide teachers for twenty-four classrooms. This represented the cost of the program <u>without</u> the Teacher Enhancement Program.

The twenty-four participants agreed to accept a full-time graduate fellowship carrying a $13,000.00 stipend paid over twelve months. The district grants these teachers a year's academic leave, although they continue to teach four days each week. The public school district, through a

contractual agreement, pays to the university all monies to be disbursed through the university system (stipends, tuition, coordinator's salary, etc.). The public school system retains monies it will distribute (salaries for the Peer Support Teachers, payments to substitutes, etc.). Because the district is paying the twenty-four teachers only half of their average salaries, the other half of the monies budgeted for these positions funds all other aspects of the program.

Participants, then, essentially purchase the program with a portion of their salaries. The short-term sacrifice of half of their salary will, however, pay off for them if they complete their Masters Degrees by the end of the second summer. By so doing, they re-enter the salary schedule at a point $2000.00-$3000.00 above their salary prior to receipt of the M.A. Over the course of a full teaching career, for a teacher with an M.A., earnings will be significantly enhanced. In addition, since retirement benefits are computed on the basis of the average of the highest five consecutive years' salaries, a person's retirement pay will also be enhanced by the advanced degree. Long-term financial benefits tend to favor the teacher who enters such a program with 5-10 years of experience over the teacher who enters with more years of experience. Similarly, benefits are greater the more years a person teaches after completing the program.

Attainment of the Masters Degree is a primary incentive for most applicants. Only four of the forty-eight participants to date have not sought the M.A.; those four had already earned M.A. degrees. All participants in the first group who sought the M.A. completed their study within the recommended fifteen-month period.

The financial sacrifice made during the year in the program has proved to be an important factor in recruitment. After all, mid-career renewal is nothing new. Individual experienced teachers have sought renewal and advancement through traditional graduate programs. Such programs, however, are often completed piecemeal due to the way in which teachers are forced to accumulate credits. Financially, it is often impossible to take a year off in order to study; practically, it can be overwhelming to try to be a full-time teacher and also a graduate student. Consequently, teachers carefully weigh the short-term financial cost of participation against the possible long-term benefits.

Since teachers in the program teach only three quarters of a regular teacher's schedule, and, in addition to the stipend, have tuition waived (a value of roughly $1700.00), and receive money for travel ($500.00) and books ($200.00), it is not accurate to say that teachers do the same work for half the pay. Three quarters of the average district salary of $26,000 is $19,500.00. Stipends, tuition, travel and books are worth $15,400.00. The $4000.00 difference is a

more accurate estimate of the cost of the program to teachers. Since most of the teachers who enter the program would need up to five years to complete a traditional M.A. degree, this loss is more than offset by the additional money earned ($2000.00 - $3000.00 per annum) in the years immediately following the year of participation.

Having managed the financial arrangements, there yet remained the problem of providing substitutes for participants on the day of the week when they would not be teaching. This day, as it turned out, was to be Thursday of each week. If we simply drew on the district's substitute rolls, it was possible that a teacher might have up to thirty-six different substitutes during the course of the year. Administrators, parents and children were not apt to tolerate that lack of continuity. The program might work wonders for participants, but if the classroom was not well-handled on the fifth day, the program would surely collapse. In anticipation of this problem, a new, contracted position was created, that of Associate Team Teacher. The Associate agrees to work in a single classroom for one-and-one-half days per week. On Thursday, the Associate handles the classroom alone, but on Wednesday, the Associate teaches with the regular classroom teacher. This extra half day serves two primary purposes: the students have the opportunity to see the two teachers working together, thus distinguishing this relationship from the customary lack of connection between teacher and substitute;

and the Associate and teacher are able to spend some time planning for Thursday. Continuity is encouraged through the Associate's presence on Wednesday.

But to whom do you look to fill these Associate positions? Do you raid the district's substitute rolls? If you seek twenty-four outstanding substitutes, may you not then be accused of hoarding the best temporary help available, thereby protecting the program at the expense of other classrooms?

Through advertisements, we discovered that there existed a substantial, and well-qualified, pool of potential Associates, ranging from retired teachers to teachers on leave raising young children, all of whom preferred a predictable day-and-a-half each week in the same classroom to the uncertainty of being on daily call. Rather than assign Associates to teachers, we chose, instead, to have teachers interview potential candidates and then express their preferences to their school principal. Although final approval of Associates rests with the principals, in all cases to date principals have agreed to hire the partner chosen by the teacher. By involving teachers in this selection process we are insured as to their investment in the partnership. Without compatible and effective teams, energy better spent shaping the graduate program would be directed to solving interpersonal problems.

To summarize, the means had been found to release teachers for one day each week without jeopardizing

classroom continuity. The creation of the Associate position established a partnership which mitigated the effects of the teacher's absence. Participants could spend Thursdays each week involved in their graduate coursework, and spend an additional ten days during the year attending professional conferences, without placing their programs at risk.

The structure of the Teacher Enhancement Program had been put into place at no extra cost to the district, and a number of significant goals had been met. Teachers would be able to remain on the job while becoming full-time graduate students. They would receive monthly stipends, tuition waivers, and money for travel and books. They would advance professionally as a consequence of their completing Masters Degrees which would move them up the district's salary ladder. In addition, they would receive support, in and out of the classroom, from three Peer Support Teachers, university faculty and staff, and from each other. A final, and most important, goal was that the content of the coursework, and the nature of the support offered by the Peer Support Teachers and others, would be determined in reponse to the expressed needs of the twenty-four participants. It remained to be seen whether this last goal could be achieved.

BUILDING A MID-CAREER PROGRAM

At no time is a teacher's sensitivity to language more acute than when the subject of discussion is teachers and teaching, and no two words carry a greater semantic difference, in the eyes of experienced teachers, than change and growth. In-service programs which intend to change teachers meet with immediate resistance, the source of which is twofold. First, such programs imply that there is something wrong with teachers and suggest that, in order to remedy the situation, a teacher must be changed from one set of behaviors and/or beliefs to another. Secondly, there is the assumption that someone, prior to addressing teachers, knows what they need and how to provide it. The word growth does not, inherently, contain the same sense of external control; we resist those who would change us much more steadfastly than those who purport to let us grow. But even promises of programs supporting the growth of teachers are met with increasing skepticism; force-fed growth is a condition of raising plump chickens and tender veal.

Phillip Jackson (1971), in his article Old Dogs and New Tricks: Observations on the Continuing Education of Teachers, cautions those who would plan in-service programs for experienced teachers. He suggests that a "confession of ignorance" might be the place to begin. What, indeed, do mid-career teachers need?

Jackson, too, distinguishes programs bent on changing teachers from those attempting to foster growth. The former is based on what he calls the "defect position," which "is the one in which the student is essentially helpless and the teacher [in this case, the designer of the in-service program] is omniscient." In contrast to this position, Jackson believes that teachers are always in the process of becoming, and there are predictable, albeit easily frustrated and neglected, stages in a teacher's development. Facilitating this normal development ought to be the purpose behind in-service programs. The development is dependent upon knowledge, and the primary source of knowledge, in Jackson's reckoning, is "the act of teaching itself." But this source can remain untapped. Jackson writes:

> "Experience, though it may be the best teacher, is often insufficient to stimulate continued growth. To achieve that end we must not just <u>have</u> experience; we must <u>benefit</u> from it. This means that we must reflect on what happens to us, ponder it, and make sense of it - a process that in turn requires a certain distancing from the immediate press of reality. As everyone who has been in charge of a classroom knows,it is very difficult to teach and to think about teaching at the same time. What is necessary, therefore, is both the time and the tools for the teacher to

> conceptualize his experience, to imbue it with personal meaning in a way that alters his way of looking at his world and acting on it."

In the initial stages of planning a curriculum for the Teacher Enhancement Program, we tried to maintain our wariness about trying to provide for teachers we had never met. With Jackson's cautions in mind, we hoped to avoid imagining teachers in need of repair, choosing, instead, to believe that the participants were in need of retreat - ample time away from their classrooms to reflect on their practice. Elementary schools have traditionally set aside part of an afternoon each week for staff meetings. Middle and high schools, all too often, provide little or no time for staff to meet. Those meetings which are held, at both levels, tend to focus on organizational needs and problems rather than professional development. For the process of professional integration to occur, we believed that three conditions, identified by Wildman and Niles (1987), needed to exist. Participants needed the aforementioned time to reflect on their experience as teachers and learners, they needed the collaborative support of peers, and they needed the autonomy to be able to participate in the creation of a curriculum suited to their needs.

We decided to pursue what Paulo Freire might refer to as educational literacy - the ability to read the world of schooling and to describe, preparatory to analysis, our lives as teachers. Rather than begin as if we agreed upon

the essential purposes of schools and schooling, we decided to begin by asking teachers about the dilemmas of schooling. We chose an emergent curriculm which began with an implicit question: What is the nature of your "purposive action" as teachers? David Kolb (1984) uses the phrase "purposive action" in his book, Experimental Learning:

> For it is in a single act of purpose that the psychological world of feeling, thought and desire, ('I want that goal') and the physical world (myself and the world of physical/chemical substances) are integrated, that value and fact, quality and concept, are fused. It is here that goal meets reality, 'ought' meets 'is'. (p 226)

Planning preparatory to work with teachers was done by the program coordinator, several university faculty members, and three Peer Support Teachers. It was agreed that the major goal was that participants have an opportunity to reflect upon, experiment with, and articulate their "purposive actions" as teachers, but it was acknowledged that mid-career teachers have often been so frustrated by the lack of time, the pressures to cover prescribed curriculum, and the isolation from peers, that reflection, experimentation and articulation might not arise spontaneously. The decision was made not to begin directly with the study of teaching. Instead, we arrived at a model which included, but was not dominated by, the study of self as teacher. (See Fig. 1)

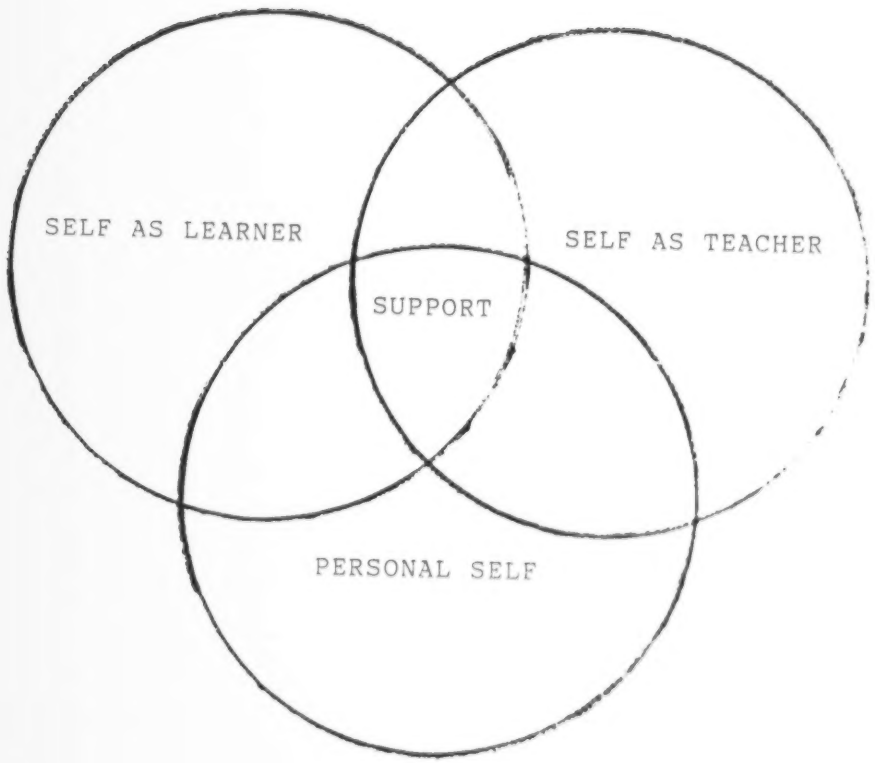

Figure 1.

In creating the model, we established our commitment to build a program which was both a personal and professional enhancement program. We knew little about the first group of teachers selected. What were their reasons for electing to participate? The program had never been intended to suit the needs only of the district's best teachers, and the quality of an applicant's teaching had not been an issue during the selection process. Instead, interviews had revealed a wide range of motivations for entering a mid-career renewal program. Some admitted that they were "burnt out" or spoke of a need for a "shot in the arm," for new ideas, for a change in routine. A few wondered about their futures as teachers; was teaching, after all, what they wanted to be doing? Others, more satisfied with their success, wanted an opportunity to share their ideas with peers.

Using our model, we decided to begin with the study of self as learner. When we met the group for the first time, for ten consecutive mornings in August, we believed that examining our histories as learners would be less threatening, to a group accustomed to isolation, than an immediate investigation of our teaching practices. Furthermore, we realized that we needed to take the time to know one another before trusting each other with our convictions, doubts and disagreements. As we worked together, we recognized that the power of the model lay in the connections between the parts. The study of the self as

learner was, inevitably, also a consideration of types of successful and unsuccessful teaching episodes. Personal attributes and experiences were described in terms of their relationship to the individual's learning (and teaching) style. Throughout the ten days, the central notion of the role of support in any learning endeavor, from pre-school to graduate school, continued to be expressed and explored. Based on the information shared during our ten days together in August, the original planning group went back to the drawing board (while teachers returned to their schools) to consider the possible ways in which our day together each week might be used. Emerging from our original model, we identified six organizers which had surfaced in August: reflection, empowerment, knowledge, collaboration, articulation and evaluation. Since that time, these six organizers have continued to provide a framework for the format and content of our work with teachers.

As we examine these six organizers, it will become clear that they include broadly overlapping areas. How, for instance, can one separate knowledge from power? And how can articulation fail to form a compound with any of the other five elements? Like our original model, the six organizers are most powerful when we explore their connections.

REFLECTION

Reflection is commonly noted as an essential activity of the mind in the service of human development, and teachers in the enhancement program voiced, early and often, their frustration over never having enough time to share with each other - nor the wherewithal to reconsider in isolation - their experiences as teachers. But without a clear sense of what we meant by reflection, how could we hope to distinguish it from any number of other mindful actions? Was it distinct from analysis? From recollection? Were there ways of transforming gripe sessions into crucibles of change?

David Boud, Rosemary Keough and David Walker provided a model for the process of reflection in their book, Reflection: Turning Experience Into Learning (1985). For these authors, the process is threefold: returning to experience, 2) attending to feelings, and 3) re-evaluating experience. Of the first stage, they write:

> One of the most useful activities that can initiate a period of reflection is recollecting what has taken place and replaying the experience in the mind's eye, to observe the event as it happened and to notice exactly what occurred and one's reactions to it in all its elements. It may be helpful to commit the description to paper or to describe it to others. By whatever means this occurs the description should involve a close

attention to detail and should refrain from making judgments. (27)

This stage is akin to Elliot Eisner's notion of "educational connoisseurship" described in The Educational Imagination (1979). At this stage, the goal is to so accurately describe events that the analysis is implicit in the details. The suspension of judgmental statements provides the opportunity for details to speak for themselves. When a teacher says, "My principal does not trust me," we receive the news as if we have been handed an unweildy rock. When we hear described, instead, specific interactions between the teacher and the principal, we are handed the pieces like blocks with which each of us fashions a different structure. Where some of us construct barriers, others may see ways of building bridges. Multiple perspectives on the same set of details may allow us to revise our original assessment, and peer support may help us to seek, again, to influence situations which our judgements and conclusions had led us to accept as immovable facts.

At this stage of reflection, whether in discussion or in journal entries, the role of the program staff is to encourage participants to avoid judgmental conclusions since these almost always arise from our conviction that we are powerless.

The second stage of reflection, attending to feelings, involves the acknowledgement that our recollected experience

includes, and is influenced by, our feelings. Boud et al continue:

> Even though our emotions and feelings are a significant source of learning, they can also at times become barriers. Depending on the circumstances and our intentions we need either to work with our emotional responses, find ways of setting them aside, or if they are positive ones retaining and enhancing them. If they do form barriers, these need to be recognized as such and removed before the learning process can proceed. (Ibid. 29)

When teachers reflect on their experiences, support must be provided for the examination of the roots of teaching philosophies and behaviors. Knowledge and affect need to be disentangled so that one is not mistaken for the other. A statement by a teacher such as, "mid-school students are unable to work together" cannot simply be dismissed. To contradict it may be merely to deepen the entrenchment. Rather, the teacher disclosing such a belief may be encouraged to explore the experiences, and the feelings associated with the experiences, which gave rise to the conclusion. Such disclosure demands a great deal of courage. Unless sufficient trust has been established, it is unlikely that teachers will ever give a true account of their belief systems, nor explore the origins of attitudes and beliefs. Unless the group's first , and primary, task is

to understand - and not to coerce - few teachers will ever venture into this second stage of reflection.

Re-evaluating experience is the third element in the reflective process, and the authors describe four aspects of re-evaluation: association, integration, validation and appropriation. The re-evaluative part of reflection is the stage during which the associative connections are made between the experience(s) upon which we are reflecting and our "existing knowledge and attitudes" (Ibid. 32), and this network of relationships results from the activity of integration, the mind's capacity to transform itself and to make new meaning from reconsidered experiences. Validation cannot occur without "trying out our new perceptions in new situations" (Ibid. 33), and risking new behaviors and feelings. Without this step, newly integrated material can escape the test of experience the way the whole-language method of reading instruction may be grasped in theory without an individual's ever venturing to experiment with the theory in practice. Appropriation, the fourth and final step in the re-evaluation stage of reflection, occurs when, through association, integration, and validation, knowledge is made our own. Theory and practice, knowledge and affect, are combined uniquely in the purposive action which expresses us as teachers. My whole-language program differs from yours, having borrowed from my experiences, knowledge, skills, attitudes and dispositions. In Phillip Jackson's

words, "In teaching, as in life, the roads to wisdom are many."

It was our intention that the Teacher Enhancement Program evolve into a community in which the most profound reflection, transformative reflection, might take place - the kind of community in which each impulse to judge is tempered with the commitment first to understand. Our participants and staff have demonstrated diverse capacities for reflection, yet each risks, in his/her own way, the level of reflection for which he/she is ready. Reflection is neither a casual nor an arbitrary process; it is far from automatic, as our defensiveness demonstrates, and it is rarely painless. To provide opportunities for teachers to become increasingly reflective practitioners, and to foster support for reflection among colleagues, was the original motivation behind the program.

EMPOWERMENT

Almost immediately, teachers raised questions about the locus of control in their personal and professional lives. For some, power was thought to exist primarily outside of themselves. Decisions, they claimed, were made for them. Among those who felt disempowered, there was universal resentment; all agreed that teachers ought to be encouraged to control curricular and methodological decisions. But some teachers asserted that they were already so empowered. This disagreement provided further evidence that the twenty-four teachers were at very different stages of professional development. Those who felt most passive, and least empowered, seemed most frustrated.

We were determined to enhance each individual's sense of his/her empowerment, and we sought to encourage empowerment in at least two distinct ways. First, we provided opportunities for participants to make choices and decisions in designing their graduate program. Each teacher chose a unique personal and/or professsional project to pursue. With a semester to complete, the project was presented to peers at semester's end. These projects ranged from the personal (including individual counseling and other health improvement projects) to the professional (implementation of small-group work, study of whole language, research on recent reform literature, etc.). In addition to the personal/professional projects, many other means were

devised whereby participants had to risk charting their own course. It was expected that each teacher create, over the course of the year, a portfolio - a collection which, when shared with peers, would illuminate the personal and professional facets of the individual's life. These portfolios eventually evolved toward professional portfolios - collections to be shared as a means of describing one's knowledge, attitudes and beliefs relative to teaching and as a way of revealing the process employed in studying oneself as a teacher. One part of many of the portfolios was a videotape of one or more teaching episode. These tapes, made, upon request, by the Peer Support Teachers, were yet another way to acknowledge, record and analyze individual teaching preferences. What was taped, and the use to which the tape was subsequently put, was determined by the individual. Participants were also responsible for selecting which professional conferences they would attend and for reporting back to peers concerning these conferences. An entry in a dialogue journal was submitted weekly, and a written response made by a Peer Support Teacher or faculty member. Participants determined the focus of this writing. Finally, participants were urged to request specific types of assistance from Peer Support Teachers. Support included team-teaching, demontration, videotaping, scripting, brainstorming and analysis. Peer Support Teachers have accompanied teachers on field trips, helped to plan committee cycles, assisted in the

rearrangement of classroom space, and given in-service presentations to school faculties, all at the request of individual teachers. Teacher-initiated action and reflection have been employed to enhance the individual's sense of empowerment.

The program also addresses empowerment in a more theoretical fashion. Presentations by faculty, staff and consultants provide information on risk-taking, choice and decision-making, goal setting, and group dynamics. This formal information is intended to amplify the concept of empowerment and encourage each individual to uniquely relate the information provided to his/her growth as a person and as a professional.

KNOWLEDGE

In August, we frequently heard teachers talking about what they needed to know in order to achieve their goals. Empowerment was next to impossible without knowledge. But since participants were so diverse in experience, philosophy and current concerns, how might specific, and relevant, knowledge be gained in the context of the program? As indicated in the preceding section, knowledge of self and others (the personal intelligences, according to Howard Gardner, 1983) was thought to be of universal value to all teachers, hence the decision to provide information and activities designed to encourage intra- and inter-personal intelligence. There was also a long list, about which there was general agreement, of other areas of knowledge pertinent to teachers. It included human growth and development, strategies, curriculum, environment, multicultural issues, research, teaching contexts, learning styles, processes vs. products, and evaluation. The list was reminiscent of under-graduate course offerings. It was clear that these mid-career teachers wanted another look, with the advantage of years of intervening experience. Some sought confirmation of knowledge employed daily; others were truly in search of something new.

As with empowerment, we sought to address knowledge in two contexts, one practical and the other theoretical, but the distinction between these two terms is not always pronounced; Kurt Lewin is reported to have said, "There is nothing so practical as a good theory." In working with Peer Support Teachers, for instance, actual classroom practice is often followed directly by collaborative analysis. In such a case, the knowledge employed in action becomes the object of reflection. One is able to revise or confirm one's knowledge based on the analysis of action. In addition, individual teachers keep an ongoing study record of readings, conversations, trips, etc. which enhance personal/professional knowledge. Participants are also urged to suggest guest speakers, some of whom address the whole group while others work with a small group of interested teachers. Presentations continue to be made concerning broad areas of common interest (curriculum and strategies, for instance), but it remains for individuals to work out the details, in practice and with support, which validate, or call into question, the information provided.

Finally, attendance at professional conferences is another means by which knowledge is extended, and here, too, the knowledge can be applied, analyzed and shared almost immediately.

COLLABORATION

Most participants have cited the support of peers as the greatest benefit of the program, and the availability of that support as the greatest change in their professional lives. The isolation of teachers is well-documented. The Teacher Enhancement Program seeks to contradict this isolation in as many ways as possible. Most means of collaboration have already been described and include: 1) partnership with an Associate Team Teacher (a specially contracted substitute), 2) coursework common to all of those selected for the program, 3) in-class support from Peer Support Teachers, and 4) attendance at professional conferences. Other sorts of collaboration also occur. Visits are made, as a group, to a high school, middle school and elementary school. Each visit culminates in a follow-up discussion where, using Eisner's notion of "educational connoisseurship", we first attempt to describe, then analyze, what we have observed. Much support also originates within the membership of the group. Participants attend conferences together, visit each other's classrooms and team to pursue study topics. It is not yet known whether a year of this sort of cooperative learning will alter a teacher's future interaction with peers.

ARTICULATION

A number of teachers, especially those most satisfied with their teaching, let us know that a primary goal for them was to become better able to explain to others, especially parents and administrators, the rationale behind their practice. In response to the universal need for teachers, like other professionals, to adequately express the thinking underlying their behavior, we provided a number of ways for participants to articulate their experiences. The dialogue journal, described earlier, is the primary vehicle for this articulation. The journal is read weekly, on a rotating basis, by the Peer Support Teachers, the coordinator and the university faculty member assigned to work with the program. Each participant, then, has six respondents, each of whom is familiar with his/her journal in its entirety. The dialogue journal, as distinct from a private journal or a journal eliciting cursory, marginal comments from a reader, becomes a collection more akin to a collegial correspondence. In addition to the journal, writing includes a number of brief papers and a lengthy, thesis-like paper as part of the final summer's work for those seeking an M.A.

Writing, however, is only one means of articulating one's experience. Encouraged by the work of Eisner(1982) and Gardner(1983), multiple modes for representing learning are fostered. Some remain essentially verbal

(discussions, panel presentations, etc.) but others are primarily visual (diagrams, videotapes, visual metaphors, etc.). A single example of a non-traditional means of articulation will serve to clarify the way in which we understand the term. Participants read an article by David Hawkins entitled I-Thou-It. In the article, Hawkins explores the relationships between teacher, student and content. In response to the article, participants were asked to create a visual (two- or three-dimensional) representation of the I-Thou-It triad as they experienced it in their lives as teachers. These representations were then presented to the group. As Gardner and Eisner have made clear, a different type and quality of information is made available through the various modes of representing learning, and confining ourselves to the linguistic evidence that learning has occured may limit the expressible insights we are able to share.

From the outset, the program sought to explore the use of metaphor in relation to self-perception and self-representation, and the role of non-linguistic modes of representing learning. When your program includes a home economics teacher, P.E. teacher, a math teacher and a first-grade teacher, it is not difficult to make a case for the fact that specific forms of representation are best suited to specific types of knowing.

EVALUATION

Most teachers expressed the desire to become better able to determine the effects of their actions. What were the means available for assessing learning? Again, rather than begin immediately with discussion, bound to be argumentative, about how evaluation is used in schools, we sought to get teachers to consider, and experience, how evaluation functions in an individual's life. Teachers were used to evaluating others; asking them to accept responsibility for evaluating themselves, and their own learning, met with some skepticism. What was revealed was the diversity of opinions about people's motivations for learning. For most, having to design their own study projects and evaluate process, progress,and product, provided a thrilling opportunity to unlearn some of the damaging patterns of dependency, defensiveness and fear of failure which many participants saw as a consequence of years of external evaluation. For these teachers, their experiences as self-evaluators (and collaborative evaluators) suggested possibilities for engaging young learners in the process of evaluation. A few teachers had a more pessimistic view of the individual learner, assuming that a child - or an adult - would do as little as possible in order to get by unless motivation were supplied from the outside. For these teachers, reality is believed to confront the individual with a never-ending series of

outside evaluators, to which each of us is ultimately accountable.

In our investigation of evaluation, we have come full circle, finding ourselves back at the notion of empowerment. Where is the locus of control properly housed? Does motivation originate in the learner, and is learning its own reward? Or must pressure to learn be imposed from the outside, with motivation only gradually, if at all, becoming internalized? By asking teachers to address these questions in the context of their own education,and by not pushing for unanimity, powerful connections were made to their practice as teachers.

The effectiveness of the Teacher Enhancement Program rests, in large part, on the acknowledgement and exploration of questions about human nature. Such investigations, would they be thorough and sincere, take a great deal of time. By inviting disagreement about the teaching/learning process only after having taken extensive time to build the kind of mutual understanding and support for each other which can sustain, and profit from, disagreement, we entered the dialogue with one another less inclined to remain entrenched. After thousands of years of trial and error, it seems more likely than ever that there is not one best way to educate a person, and certainly not one best way to educate a teacher.

RESEARCH

The APS/UNM Teacher Enhancement Program has been in place for less than two years. Although reponse to the concept has been almost entirely positive, annual recruitment poses some problems so long as the short-term financial loss to participants is potentally discouraging. In the future, it may be necessary for the public school system to subsidize the program to partially offset the costs to teachers. The longer we can sustain this unique program for experienced teachers, the more qualitative and quantitative data we will be able to collect relevant to the design of in-service support for mid-career teachers.

Qualitative data about our first group (1986-87) is in two forms: dialogue journals and an exit interview conducted by a member of the university's Counseling Department. The dialogue journals, consisting of several thousand pages of entries and responses, were duplicated, with the permission of participants, for possible analysis at some future time. Excerpts from these journals were collected into a pamphlet, entitled Voices, which was distributed to those attending the annual meeting of the North Dakota Study Group, under the direction of Vito Perrone, held in Racine, Wisconsin, in February of 1987. In addition to the pamphlet, six papers, written by the three Peer Support Teachers, the program coordinator and two teachers enrolled in the program, were read - and distributed - to the educators in attendance. (See Appendix I) A second issue of Voices, with selections

culled from journal entries written after the presentation in Racine, was distributed to program participants. These journal entries capture the range of concerns among mid-career teachers and provide powerful testimony to the impact of the program. In creating the Voices documents, it was decided not to include comments by journal respondents. Another, and equally valuable study, might explore the apparent effects of peer response to journals, examining teacher action and reflection consequent to response.

The exit interview was conducted by a professor, not otherwise connected to the program, with expertise in career counseling. After talking to the program staff about espoused program goals, he designed a set of sixteen questions intended to determine the extent to which the program had accomplished its stated goals. He then interviewed the twenty-four participants. Responses have been transcribed and await his analysis. The questions posed in the interview provide an insight into the staff's assessment of the purposes and effects of the program. Of particular note is the attempt to collect information about both personal and professional growth.The following are the questions put to teachers:

1) As you look back over the year, what did you learn about the teaching/learning process that was of most importance to you?

2) What did you learn about yourself as a person? How did you learn about that?

3) On a scale of one to ten, how much pleasure did you get out of being a participant in the program this year? Can you list the things which support that feeling?

4) What did you learn that will make you a better teacher?

5) What did you learn that will help you to contribute more as a faculty member?

6) What did you learn that will make you a better person?

7) As a result of the program, were there changes in your professional work life that forced difficult personal adjustments? If so, what were they?

8) Has the physical arrangement of your classroom changed over the past year? If so, how?

9) Do you feel comfortable that you can understand and explain the social behavior of children?

10) Describe the nature of your relationships with your colleagues (those at your school as opposed to those in the program) over the past year.

11) In general, how have things been going lately in terms of reaching your career/life goals?

12) What have you done recently that has been just for you?

13) Do you feel that you have the support to make the professional changes you would like to make?

14) What has been the quality/nature of your relationship with your family over the past year?

15) Who really cares, right now, whether you are an excellent teacher?

16) How well do you understand your own motivations, those of your fellow teachers and those of your students? How able do you feel that you should be to understand human dynamics?

During the second year (1987-88), we have introduced several other means of collecting data. A pre- and post-interview, based on a teacher interview created by the North Dakota Study Group (see Appendix II), will be given to all participants. This interview, unlike the exit interview used the first year, does not reflect the balance between the personal and the professional. Rather, it focusses on teaching behavior, as well as knowledge, attitudes and beliefs about the teaching/learning process. An attempt will be made to determine any shift in teaching behavior and/or philosophy consequent to participation in this program. Although the dimension of the program which addresses personal growth and enhancement is, to our minds, critically connected to effective teaching practice, we realize the primary need to establish a connection between participation in the program and benefits to public school students. Vito Perrone, responding to another experimental program, asked, "Are the lives of students better for this program? And if so, how?" Only if the first of these two

questions can be answered in the affirmative, and supporting evidence provided, is this, or any other comprehensive, mid-career renewal program likely to maintain the endorsement of teachers, parents and administrators. There are two groups of students effected by the enhancement program, the first of which is made up of the teachers themselves. We believe that we have created a graduate program for teachers which has made their lives as students more autonomous and collegial. Journals and interviews document the fact that teachers have, in turn, explored notions of autonomy and peer support in relation to their students.

The most elaborate research study currently involving the Teacher Enhancement Program has a much more narrow focus than either of the two interviews. The title of the study is Locus of Control Beliefs and Explanatory Style Among Experienced Teachers. Since one of the program goals is to increasingly empower teachers as professional decision-makers, locus of control (an index of the extent to which individuals believe themselves to be able to influence and/or control personal and/or professional life events) and explanatory style (the way in which individuals explain positive and negative life events) were selected as two indicators of teacher empowerment. The selection of these two indicators was made, in part, because instruments already exist for assessing locus of control and explanatory style. Since little has been done in the way of analyzing

locus of control or explanatory style among experienced teachers, the study will provide data which will be useful in two ways. We will be able to compare a group of experienced teachers to other groups for which data exists, and we will be able to describe changes, over time, in locus of control beliefs and attribution of causality in relation to a particular intervention (the Teacher Enhancement Program). Will indicators of empowerment change , measurably, as a result of participation in the program?

It is anticipated that this initial study will imply future research, the most obvious addition being the creation of a control group. Another posibility would be to compare the locus of control beliefs and explanatory styles of experienced teachers to the beliefs and styles of beginning teachers.

Locus of control beliefs will be measured specifically within the domain of teaching role by the Teacher Role Survey (TRS - Anderson, D.E. & Maes, W.R., 1986), and attribution of causality will be measured through use of the Attributional Style Questionnaire (ASQ - Seligman, M.E.P., 1984) and the Content Analysis of Verbatim Explanations (CAVE - Peterson, C. & Seligman, M.E.P., 1984). The CAVE will be used to examine the pre- and post-interviews (described earlier) and the dialogue journals for narrative evidence of explanatory style.

Based on the scores on the TRS and ASQ, participants will be compared to the standardization group. Changes over

time will be noted by comparing the pre- and post- test results. Following the pre-tests, six teachers will be identified for case analysis, two of whom the tests indicate to be highly empowered, two moderately empowered and two minimally empowered. The narrative styles of these six teachers, available in the journals and transcripts of the interviews, will be analyzed using tha CAVE to determine: 1) whether there is a correspondence between the test results and independent scoring of the narrative materials, 2) to provide specific examples of the ways in which empowerment (or lack of empowerment) is demonstrated in practice, and 3) to attempt to correlate changes in locus of control beliefs and attributional style with changes in teaching practice.

It is anticipated that the benefits of this study will be twofold:

1) The concept of teacher empowerment (teachers as professional decision-makers) will be clarified in terms of its relation to locus of control beliefs and explanatory style. This clarification will allow us to generate hypotheses as to what teacher empowerment looks like in practice and how teacher practice relates to a specific part of a teacher's belief system.

2) Educational programs for experienced teachers might be reconceptualized to the extent to which we are able to discover, through journals, interviews and observations, the types of experiences which provide teachers with the

knowledge, skills, attitudes and dispositions which lead to empowered decision-making.

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